



# Academic & Student Affairs Committee

September 2015

September 10, 2015

9:45 a.m. - 11:45 a.m.

East Committee Room, McNamara Alumni Center

# ASA - SEP 2015

## 1. 2015-16 Committee Work Plan

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## 2. Annual Report on Undergraduate, Graduate & Professional Academic Program Changes

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## 3. Preparations for Twin Cities and Rochester Campus Accreditation and Assessment of Student Learning Efforts

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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**September 10, 2015**

**AGENDA ITEM:** 2015–16 Committee Work Plan

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Regent Linda Cohen  
Karen Hanson, Senior Vice President for Academic Affairs and Provost

## **PURPOSE & KEY POINTS**

To review and discuss the 2015–16 committee work plan.

The committee will consider the following questions:

1. Do the proposed monthly themes and reports reflect the major educational and related issues facing the Board of Regents?
2. Are the proposed themes and reports congruent with the Board's agenda and with the strategic planning efforts of the University and each campus?

**Academic & Student Affairs Committee  
2015–2016 Work Plan**

Date	Topics
<b>2015</b>	
September 10–11	<ul style="list-style-type: none"> <li>• <b>2015–16 Committee Work Plan Discussion</b></li> <li>• <b>Report on Undergraduate, Graduate &amp; Professional Academic Program Approvals</b> Leadership will provide a required report of academic programs approved by the Board in 2014–15. Presentation will include explanation of faculty and administrative review and approval process with descriptions from associate deans in two colleges.</li> <li>• <b>Twin Cities Campus Accreditation Preparations &amp; Assessment of Student Learning</b> Leadership will provide assurance that the Twin Cities and Rochester campuses are prepared for a successful accreditation review. Presentation will include description of assessment of student learning efforts, which is a focal point of during accreditation.</li> </ul>
October 8–9	<ul style="list-style-type: none"> <li>• <b>University Enrollment Management</b> Committee will discuss enrollment management strategy across all five campuses. To prepare the committee for the discussion, presenters will provide information about merit- and need-based financial aid strategy, use of SAT and ACT scores, holistic review, system-wide collaboration, collegiate target setting, and management of specific program growth or retrenchment. The discussion will complement the full Board’s October work session: Principles &amp; Objectives to Govern Enrollment Management through 2025.</li> <li>• <b>University Tuition &amp; Financial Aid Management</b> Committee will discuss financial aid management strategy across all five campuses. Presenters will provide information about tuition, merit- and need-based aid, and other strategies. The discussion will complement the full Board’s December work session: Aligning Tuition/Aid Philosophy with Enrollment Management Strategy.</li> </ul> <p>Full Board items:</p> <ul style="list-style-type: none"> <li>• <b>Work Session – Principles &amp; Objectives to Govern Enrollment Management through 2025</b></li> <li>• <b>Update on UMTC Strategic Plan Implementation</b></li> </ul>
December 10–11	<ul style="list-style-type: none"> <li>• <b>2015 University Plan, Performance, and Accountability Report</b> Committee will consider the University’s accountability for its academic mission. Presentation will include discussion of, and representatives from, each campus.</li> <li>• <b>Twin Cities Campus Undergraduate Education Update</b> Leadership will provide its traditional report from the Office of Undergraduate Education on the Twin Cities campus, to include challenges, new and continuing strategies, and measures of student success. If necessary, discussion could also include topics not fully addressed at the October meeting.</li> </ul> <p>Full Board item:</p> <ul style="list-style-type: none"> <li>• <b>Work Session – Aligning Tuition/Aid Philosophy with Enrollment Management Strategy</b></li> </ul>

2016	
February 11-12	<ul style="list-style-type: none"> <li>• <b>K-12 Achievement Gap</b> Discussion will consider an assessment of the K-12 achievement gap in Minnesota, the University's work that contributes to closing the gap, assessment of those efforts, and strategies at peer institutions.</li> <li>• <b>Medical Education Update</b> Academic Health Center leadership will provide an update on the Medical School's strategic plan implementation and departmental metrics measuring progress. The discussion will complement the full Board's March work session: Raising the National Profile of the University's Academic Health Sciences.</li> </ul> <p>Full Board item:</p> <ul style="list-style-type: none"> <li>• <b>Resolution on Enrollment Principles &amp; Tuition/Aid Philosophy - Review</b></li> </ul>
March 30-31	<p>Full Board items:</p> <ul style="list-style-type: none"> <li>• <b>Work Session – Raising the National Profile of the University's Academic Health Sciences</b></li> <li>• <b>Resolution on Enrollment Principles &amp; Tuition/Aid Philosophy - Action</b></li> </ul>
May 12-13	<ul style="list-style-type: none"> <li>• <b>Graduate &amp; Professional Education Update</b> Leadership will provide its traditional report on the status of graduate and professional education including challenges, new and continuing strategies, and measures of student success.</li> <li>• <b>Twin Cities Campus Strategic Plan: Curricular Implications</b> Committee will discuss the strategic plan and aspects related to the curriculum, including specific strategies and intended outcomes. The discussion will complement the full Board's June work session: Driving Transformational Change through Implementation of the UMTC Strategic Plan.</li> </ul> <p>Full Board item:</p> <ul style="list-style-type: none"> <li>• <b>Work Session – The University's 21<sup>st</sup> Century Land Grant Mission</b></li> </ul>
June 9-10	<ul style="list-style-type: none"> <li>• <b>Registration and Payment Processes</b> Committee will consider processes and student experiences with registering for courses and paying tuition. Presentation will discuss technology advancements, future challenges, and comparisons to peer institutions.</li> <li>• <b>Student Conduct</b> Committee will discuss student conduct codes across the system, the processes for review and update, student conduct trends and comparisons with peer institutions, and the University's educative approach to student conduct.</li> <li>• <b>Online Learning</b> Committee will discuss the University's vision, approach, and strategies for online learning.</li> </ul> <p>Full Board item:</p> <ul style="list-style-type: none"> <li>• <b>Work Session – Driving Transformational Change through Implementation of the UMTC Strategic Plan</b></li> </ul>

Other topics for inclusion:

- Information Item: Use of adjunct faculty and policies or practices concerning portion of courses taught by tenured and tenure-track professors.
- Brief Agenda Item: Introduce new Director of the McNamara Academic Center, J.T. Bruett
- Other topics as needed

Draft



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**September 10, 2015**

**AGENDA ITEM:** Annual Report on Undergraduate, Graduate & Professional Academic Program Changes

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Karen Hanson, Senior Vice President for Academic Affairs and Provost  
Joseph Shultz, Deputy Chief of Staff, Office of the Senior Vice President and Provost  
Michael White, Associate Dean for Academic Programs and Faculty Affairs, College of Food, Agricultural and Natural Resource Sciences  
Stephen Parente, Associate Dean, Carlson School of Management

## **PURPOSE & KEY POINTS**

To provide a summary of 2014–15 academic program changes and to discuss the process by which faculty and academic units develop proposals for new academic programs.

The presentation will include a report of 2014–15 approvals, a discussion of the approval process, and a discussion of curricular and program development at the University.

Regents will be asked to consider if the process for new, changed, and discontinued academic programs ensures that academic proposals come before the committee having undergone a rigorous, thorough review at appropriate levels.

## **BACKGROUND INFORMATION**

This report appears as a regular item on the Academic and Student Affairs Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

**University of Minnesota Board of Regents  
Academic and Student Affairs Committee  
September 10, 2015**

**Annual Report on Undergraduate, Graduate, and Professional Academic Program Changes**

**Introduction**

As part of its regular business, the Academic and Student Affairs Committee reviews and considers whether to approve all academic program changes recommended by the Provost. The Committee reviews the Provost's recommendations through regular consent reports. To provide a broader picture of curriculum change, the Office of the Senior Vice President for Academic Affairs and Provost also provides an annual summary of new and changed programs approved by the Board of Regents in the previous year. The following report summarizes the changes approved during the past academic year and explains the process the University uses to review program change requests.

The University of Minnesota has one of the most comprehensive academic programs of any institution in the world. It offers over 300 undergraduate majors on its five campuses; more than 200 master's degree programs; over 100 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine.

The University is one of only four campuses nationally with agricultural programs as well as an academic health center with a major medical school. This breadth enables the University to undertake interdisciplinary research and create interdisciplinary academic programs that few of its peers can match.

Given this breadth and depth of excellence, the process by which the University evaluates academic programs and reviews proposals for new programs reflecting new knowledge and addressing emerging societal needs becomes an essential ingredient in the University's future success.

**The Academic Program Change Process**

This section describes the program proposal review process, the principles and purposes of the policy that guide it, the criteria used to assess proposals for new and changed programs, and the policy's intersection with delegation of authority policies.

**Program Review Process**

The process for establishing new academic programs or making changes to current ones offered by any college or campus of the University of Minnesota involves a series of steps. These steps—designed to provide careful review and oversight—lead to approval or endorsement by the Office of the Senior Vice President for Academic Affairs and Provost and, as appropriate, a recommendation for approval by the Board of Regents.

Procedures for program development, review, and approval are established within departments, colleges, and the Academic Health Center, and by chancellors, the senior vice president for academic affairs and provost, and the Board of Regents. Prior to Provostal approval and submission to the Board of Regents, proposals are available to members of the University community for public comment.

## **Principles**

The principles guiding this process include the following:

- Academic programs should be aligned with the missions, strategic plans, and compacts of their home units and with the University's broad institutional goals and strategic directions.
- Proposals for academic programs should reflect common criteria: quality; centrality; comparative advantage; need and demand (including accreditation or competitive requirements as well as Minnesota workforce needs); efficiency and effectiveness; and growth and leveraging of resources. (See "Criteria for New Program Proposals" section below.)
- Decisions to offer, change, or drop academic programs, when they have the potential to affect or involve other units within the University, require consultation early in the program development stage.
- Consideration and approval of academic program proposals should be carried out by the Board of Regents or by an appropriate-level administrator with the delegated authority from the Board.
- Formal approval by the Board of Regents or its designee is required before new and changed programs may be publicized or initiated.

## **Purposes**

These principles inform the University's policy governing the creation, change, and discontinuation of academic programs. The policy is intended to:

- Enhance quality, productivity, and efficiency in academic program development and implementation.
- Ensure that program development is aligned with institutional, campus, college, and unit mission, strategic directions, and compacts.
- Make explicit the criteria for academic programs and their connection to related policies.
- Foster shared consultation and, where appropriate, joint planning across academic units.
- Foster early consultation with the Office of the Senior Vice President for Academic Affairs and Provost.
- Enhance the availability, coordination, and consistency of information about the University's academic programs for student information systems; faculty and administrative planning and analysis; institutional accountability reporting; and departmental, collegiate unit, and institutional accreditation.
- Ensure thorough and timely review and consideration of proposals for approval at the appropriate level: Board of Regents, senior vice president for academic affairs and provost, system campus vice chancellor, or collegiate dean.

## **Approval-Level Requirements**

The type of action requested dictates the approval level required.

Board of Regents approval is required for:

- Adding new programs: new degree program or major, new baccalaureate or post-baccalaureate credit certificate programs, new minor.
- Changing current programs: add a formal track to an existing major; change a program or unit name or degree designation; discontinue a program; offer new distance delivery of an existing degree program.
- Adding a new site for the delivery of an existing program.

Senior vice president for academic affairs approval is required for:

- Formalizing a domestic or international credit-bearing agreement with another institution.
- Changing or adding new course designators and program codes.

Provost approval (Twin Cities), or vice chancellor (Crookston, Duluth, Morris, or Rochester) approval is required for:

- Adding an honors option to an existing undergraduate degree program.
- Making other curricular changes, e.g., change number of credits or required courses in a major or minor, change definition of options in a major.
- Adding “second tier” admissions requirements, i.e., entrance requirements to a major that go beyond admission to the collegiate unit.

Vice chancellor (Crookston, Duluth, Morris, or Rochester) or collegiate dean (Twin Cities) approval is required for:

- Changing curricular details such as course substitutions (one course is dropped and another replaces it), revised lists of electives approved for the program, and changes that result from realignment or adjustment of course content.

All changes approved at vice chancellor or collegiate dean levels must be reported to the senior vice president for academic affairs and provost.

## **Criteria for New Program Proposals**

The University uses a standard set of criteria to review proposals for new or changed academic programs. These criteria—reaffirmed most recently during the strategic positioning activities of 2005–06—parallel ones used in the University’s periodic review of collegiate and departmental academic and administrative units.

### **Mission, Priorities, and Interrelatedness**

- In what specific ways is the proposed program consistent with the University’s and unit’s mission?
- How does the program support the unit’s strategic direction and compact?
- How will the program contribute to the priorities of the University, the campus, and the unit?
- How does the program relate to other University academic programs?
- What are the implications—including impact of prerequisites and related courses—on other units, colleges, or campuses?

### **Demand, Development, and Leveraging of Resources**

- What is the need and demand for the program? Proposals for programs that reach very small numbers of students are discouraged. Use the following kinds of evidence, as appropriate:
  - Evidence that the program meets societal needs and expectations
  - Evidence of consultation with employers or professional organizations, if appropriate
  - Employment data, if appropriate (availability of jobs for graduates)
  - Enrollment data for similar programs
  - Data reflecting student interest or demand, both short- and long-term
  - Projected number of applicants for the program
  - Projected number of degrees to be conferred per year at full operation
- What are the intended geographic service area and the prospective student market?
- How will students benefit from the program?

### **Uniqueness and Comparative Advantage**

- What are the unique characteristics of the program that make it particularly appropriate to the University of Minnesota?
- Are there comparable academic programs in Minnesota, and, if applicable, elsewhere?
- What planning and development authorities generated the proposal?
- When was the proposal reviewed and approved (department, college or campus curriculum committees, dean/vice chancellors' offices, etc.)?

### **Efficiency and Effectiveness**

- Is the program within the capacity of the unit's resources?
- Have resources been reallocated within the unit to support the proposed program? If so, how?
- If additional resources are needed, how will the program leverage existing resources to attract new resources?
- What steps will be taken to ensure the program is operated economically and effectively?

### **Quality, Productivity, and Impact**

- What are the learning outcomes for the program? How will the outcomes be measured? How often?
- How, when, and by whom will program quality be measured?
- How will the college, the department, and program instructors continue to improve the teaching and learning in this program?
- Is the program subject to review by a specialized accreditation agency? If yes, what agency and what is the review cycle?
- How, if at all, will the program address the University's diversity goals, e.g., student and faculty recruitment, curriculum, etc.?

### **Example of Process 1: Carlson School of Management**

Steve Parente from the Carlson School will outline the school's new strategic growth opportunities. He will summarize existing progress made to date with new professional masters' opportunities as well as present a short PowerPoint presentation the school's new innovative program: The Industry MBA.

The goal of the Industry MBA is to further educate public service employees so they can create a nationwide impact in four extremely important industries. Not only will this program give them a solid business foundation, but it will teach them the skills to implement best practices in each industry. Leaders with an understanding of legislative and policy initiatives—combined with sophisticated management expertise—are in high demand across the globe.

Carlson's goals are to tailor the Industry MBA to 12,000+ Washington DC based Congressional and federal agency staffers—and other individuals with similar experience and needs. The composition of these staffers is diverse in gender and ethnicity but we anticipate fairly similar in age, 24–30. We hope to form a cohort of 25–30 each academic year.

While other business schools may offer online MBA programs, we have not found any with our unique industry focus. Four business sectors (healthcare, energy, financial services and technology) will be taught in a consistent format to highlight the structure and market dynamics of these distinct industries. These sectors were chosen based on their highly regulated nature, size, and importance. This Industry MBA will have a broad national appeal as the target student population—while currently residing in DC—represents all 50 states. This program recognizes schedule challenges these students face and captures a population under-served by current educational solutions.

The students for whom this program is tailored are elite and driven young leaders from our nation's best undergraduate institutions. This Industry MBA will prepare these young leaders to be more effective public servants with an integrated view of industries and mature problem solving skills. By better educating these young leaders and equipping them with management principles, the Industry MBA will help them influence better public policy. This program will give them the skills to positively impact the future healthcare and our health workforce.

## **Example of Process 2: College of Food, Agricultural and Natural Resource Sciences**

Why changes were needed:

- 2006 merger of three colleges (COAFES, CNR and part of CHE) into CFANS yielded a college with 15 unrelated majors with little flexibility.
- Students are more diverse, more female, and increasingly urban/suburban. There is continuing interest in the traditional fields of agriculture and forestry but also vastly increasing interest in interdisciplinary fields related to agriculture, food, environment, and natural resources and in global issues.
- Students were asking for more flexibility and electives for CFANS majors.

The process:

- Faculty-driven strategic planning.
- Concurrent listening sessions with external stakeholders (employers, alumni) and internal stakeholders (students, faculty, advisers). They stressed the need for experiential learning, interdisciplinary capabilities and professional skills as well as “room to breathe” for students in a curricular track.
- Obtained \$1 million for proposals to develop experiential and interdisciplinary experiences/courses to encourage creativity, innovation and remove the lack of resources as a barrier to change.

Changes that were made:

- By faculty vote, created collegiate requirements for experiential and interdisciplinary experiences in order to graduate. This requirement took effect in 2013.
- Consolidation and restructuring of 4 majors into 3 and changes in the tracks of other majors.
- Curricular changes in all majors freeing at least 21 credits in at least one track in each major, to create flexibility within the curriculum.
- Development of 2 interdisciplinary majors.
- Development of Working Across Differences Initiative to develop intercultural skills in all CFANS students and to integrate those skills into the curriculum.
- Initiation of a model to allocate resources among CFANS departments based on teaching of student credit hours.

Unintended Challenges:

- Experiential and interdisciplinary learning take a lot of resources (high teacher: student ratio) making them hard to sustain with tight budgets.
- Interdisciplinary majors are difficult to manage and promote when they're not associated with a department for administration and resources.

## **Summary and Analysis of 2014-15 Program Changes**

This section lists the academic program changes approved by the Academic and Student Affairs Committee and the Board of Regents for 2014–15.

It is important to note that most program changes have relatively small financial impacts. Most new programs or changes to current programs involve the packaging or repackaging of existing courses, use faculty already working at the University, and increase the utilization rate of existing classrooms, labs, and other facilities. Programs are often discontinued due to repackaging, renaming, or merging of existing courses. These discontinuations typically do not result in a reduction in the number of faculty and often reflect low student enrollment over several years.

On the pages that follow is a list of all academic program additions, changes, and discontinuations approved by the Board of Regents during 2014–15. Included are undergraduate, master's, and doctoral degrees, as well as majors, minors, and certificate programs.

### **Undergraduate Program Changes**

#### **New Programs**

- B.A. (Bachelor of Arts), Tribal Administration and Governance (College of Liberal Arts—Duluth)
- B.B.A. (Bachelor of Business Administration), Financial Planning (Labovitz School of Business and Economics—Duluth)
- B.A., Human Services with sub-plans in General, Criminal Justice, Human Development, and Social Justice (Morris)
- B.S. (Bachelor of Science), Agricultural Education (Crookston)
- B.S. and minor, English (Crookston)
- B.S. and minor, International Business, delivered online (Crookston)
- B.S., Exercise Science and Wellness (Crookston)
- B.S., Medical Laboratory Science (Crookston)
- Minor, Behavioral Biology (College of Biological Sciences—Twin Cities)
- Minor, Creative Writing (College of Liberal Arts—Twin Cities)
- Minor, Health Services Management (College of Continuing Education—Twin Cities)
- Minor, Early Childhood Studies (College of Education and Human Service Professions—Duluth)
- Minor, Entrepreneurship (Labovitz School of Business and Economics—Duluth)
- Minor, Lesbian, Gay, Bisexual, Transgender, and Queer Studies (College of Liberal Arts—Duluth)

- Minor, Ojibwe Language (College of Liberal Arts—Duluth)
- Minor, Creative Writing for non-English majors (Morris)
- Certificate, Advanced Chinese (College of Liberal Arts—Twin Cities)
- Certificate, Health Services Management (College of Continuing Education—Twin Cities)
- Certificate, Medical Laboratory Sciences (Academic Health Center—Twin Cities)
- Certificate, Museum Studies (College Liberal Arts—Duluth)

#### Changes to Existing Programs

- B.A., Theater Arts, created sub-plans in Generalist, Social Justice/Applied Drama, History/Literature, Design/Technology, and Performance Creation (College of Liberal Arts—Twin Cities)
- B.A., English, created sub-plan in Creative Writing (Morris)
- B.S., Agricultural Industries and Marketing, name changed to Agricultural Communication and Marketing; added sup-plan in Food, Agricultural, and Natural Resource Sciences (College Food, Agricultural, and Natural Resource Sciences—Twin Cities)
- B.S., Architecture, discontinued sub-plan in Accelerated Architecture (College of Design—Twin Cities)
- B.S., Astrophysics, created sub-plans in Data Analysis Specialist, Professional Astronomer, and Secondary Education (College of Science and Engineering—Twin Cities)
- B.S., Biology, discontinued sub-plan in Health Sciences (College of Biological Sciences—Twin Cities)
- B.S., Bioproducts Marketing and Management, name changed to Sustainable Products Business Management; name of sub-plan in Marketing and Management changed to Sustainable Products Business Management; name of sub-plan in Residential Building Science and Technology changed to Building Science and Technology; created sub-plans in Corporate Sustainability Systems, and Energy Systems (College of Food, Agricultural, and Natural Resource Sciences—Twin Cities)
- B.S., Fisheries and Wildlife, name changed to Fisheries, Wildlife, and Conservation Biology (College of Food, Agricultural, and Natural Resource Sciences—Twin Cities)
- B.S., Retail Merchandising, discontinue sub-plans in Retail Merchandising – General Emphasis and Retail Merchandising – Apparel Emphasis (College of Design—Twin Cities)
- B.S., Communication, delivered online (Crookston)
- Minor, Design, name changed to Interdisciplinary Design (College of Design—Twin Cities)

- Minor, Fisheries and Wildlife, name changed to Fisheries, Wildlife, and Conservation Biology (College of Food, Agricultural, and Natural Resource Sciences—Twin Cities)
- Minor, Food Systems and the Environment, name changed to Food Systems (College of Food, Agricultural, and Natural Resource Sciences—Twin Cities)
- Minor, New Media Studies, name changed to Digital Media Studies (College of Liberal Arts—Twin Cities)
- Minor, Dance, created sub-plans in Applied Dance and Dance Studies (School of Fine Arts—Duluth)
- Minor, Electrical and Computer Engineering, name changed to Electrical Engineering (Swenson College of Science and Engineering—Duluth)
- Minor, African American Studies, name changed to African and Black American Studies (Morris)

#### Discontinued Programs

- B.A., Liberal Arts for the Human Services (Morris)
- B.A.Sc. (Bachelor of Applied Science), Athletic Training (College of Education and Human Service Professions—Duluth)
- B.A.Sc., Ojibwe Elementary School Education (College of Education and Human Service Professions—Duluth)
- B.S., Dental Therapy (School of Dentistry—Twin Cities)
- Minor, Art (School of Fine Arts—Duluth)
- Minor, Communication Sciences and Disorders (College of Education and Human Service Professions—Duluth)
- Minor, Cultural Studies (College of Liberal Arts—Duluth)

#### **Master's Degree Program Changes**

##### New Programs

- M.A. (Master of Arts) / M.B.A. (Master of Business Administration), Human Resources Industrial Relations (Carlson School of Management—Twin Cities)
- M.Ed. (Master of Education), Sport and Exercise Science (College of Education and Human Development—Twin Cities)
- M.Ed., Sport Management (College of Education and Human Development—Twin Cities)
- LL.M. (Master of Laws), Patent Law (Law School—Twin Cities)

- M.S. (Master of Science), Bioproducts and Biosystems Engineering and Management (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- M.S., Business Research (Carlson School of Management—Twin Cities)
- M.S., Finance (Carlson School of Management—Twin Cities)
- M.S., Supply Chain Management (Carlson School of Management—Twin Cities)
- M.S., Chemical Engineering (Swenson College of Science and Engineering—Duluth)
- Post-baccalaureate certificate, Election Administration (School of Public Affairs—Twin Cities)
- Post-baccalaureate certificate, Global Health (School of Public Health—Twin Cities)

#### Changes to Existing Programs

- M.A., Education, Curriculum, and Instruction, name of sub-plan in Second Languages and Cultures Education changed to Second Language Education (College of Education and Human Development—Twin Cities)
- M.Ed., Applied Kinesiology, discontinued sub-plans in Sport and Exercise Science and Sport Management
- M.Ed., Curriculum and Instruction, name of sub-plan in Second Languages and Cultures Education changed to Second Language Education (College of Education and Human Development—Twin Cities)
- M.Ed., Special Education, created sub-plan in Emotional and Behavioral Disabilities (College of Education and Human Development—Twin Cities)
- M.Ed., Teaching, name of sub-plan in Second Languages and Cultures Education changed to Second Language Education (College of Education and Human Development—Twin Cities)
- M.Ed., Teaching, created sub-plans in Science, and Second Languages and Cultures (College of Education and Human Development—Twin Cities)
- M.Ed., Teaching, discontinued sub-plans in Chemistry, Earth Science, General Science, Life Science, and Physics (College of Education and Human Development—Twin Cities)
- M.Ed., Teaching, discontinued sub-plans in Arabic, Chinese, English as a Second Language, French, German, Hebrew, Japanese, Italian, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish (College of Education and Human Development—Twin Cities)
- M.Ed., Education, delivered online (College of Education and Human Service Professions—Duluth)
- M.P.H. (Master of Public Health), Environmental Health, created sub-plan in Accelerated M.P.H. (School of Public Health—Twin Cities)

- M.P.H./ D.N.P. (Doctor of Nursing Practice), create dual degree in Public Health Practice (School of Nursing—Twin Cities)

#### Discontinued Programs

- M.A., English as a Second Language (College Liberal Arts—Twin Cities)
- M.S.B.B.S.E.M. (Bioproducts and Biosystems Engineering and Management Master of Science) (College Food, Agriculture, and Natural Resource Science—Twin Cities)
- Master of Advocacy and Political Leadership (College of Liberal Arts—Duluth)
- M.Spec.Ed. (Master of Special Education), Special Education (College of Liberal Arts—Duluth)
- Post-baccalaureate certificate, Applied Behavior Analysis (College of Education and Human Development—Twin Cities)
- Post-baccalaureate certificate, Career and Technical Education (College of Education and Human Development—Twin Cities)
- Post-baccalaureate certificate, Educational Psychology Specialist: Education and Counseling (College of Education and Human Development—Twin Cities)
- Post-baccalaureate certificate, Emerging Leaders in Independent Colleges, name changed to Emerging Leaders in Private Colleges (College of Education and Human Development—Twin Cities)

### **Doctoral and Professional Degree Program Changes**

#### New Programs

- S.J.D. (Doctor of Juridical Studies) (Law School—Twin Cities)
- Ph.D. (Doctor of Philosophy), Molecular and Systems Toxicology (School of Public Health—Twin Cities)
- Fellowship, Clinical Molecular Genetics (Medical School—Twin Cities)
- Fellowship, Pediatric Anesthesiology (Medical School—Twin Cities)
- Fellowship, Regional Anesthesiology and Acute Pain Medicine (Medical School—Twin Cities)
- Minor, Ecological Restoration in Landscape Architecture (College of Design—Twin Cities)

#### Changes to Existing Programs

- M.D. (Doctor of Medicine), create sub-plan in Education in Pediatrics Across the Continuum (Medical School—Twin Cities)

- Ph.D., Education, Curriculum, and Instruction, name of sub-plan in Second Languages and Cultures Education changed to Second Language Education (College of Education and Human Development—Twin Cities)
- Ph.D., Education, Curriculum, and Instruction, discontinued sub-plans in Mathematics Education and Science Education (College of Education and Human Development—Twin Cities)
- Ph.D., Educational Psychology, discontinued sub-plan in Counselling and Student Personnel Psychology (College of Education and Human Development—Twin Cities)
- Fellowship, Cardiovascular Anesthesiology, name changed to Adult Cardiothoracic Anesthesiology (Medical School—Twin Cities)

#### Discontinued Programs

- Minor, English as a Second Language (College of Liberal Arts—Twin Cities)
- Minor, Business Administration (Labovitz School of Business and Economics Duluth)

### **Bachelor's, Master's, and Doctoral/Professional Degrees Conferred 2009-2014**

Listed below are the largest bachelor's, master's, and doctoral/professional degree programs on the University's campuses, by degrees conferred during the past five years:

#### **Twin Cities Campus**

<b><u>Bachelor's Degrees</u></b>	<b><u>2009-10</u></b>	<b><u>2010-11</u></b>	<b><u>2011-12</u></b>	<b><u>2012-13</u></b>	<b><u>2013-14</u></b>	<b><u>Total</u></b>
B.A., Psychology	302	353	353	336	303	1647
B.A., Journalism	335	315	302	260	239	1451
B.A., Communication Studies	236	195	223	250	250	1154
B.A., Political Science	220	223	253	186	199	1081
B.M.E., Mechanical Engineering	186	189	203	232	233	1043
B.A., English	205	184	204	195	172	960
B.S., Biology	201	180	182	148	164	875
B.S., Kinesiology	136	145	156	181	193	811
B.S., Finance	126	139	142	160	158	725
B.S., Marketing	135	151	133	146	151	716
All other bachelor's degrees	<u>4860</u>	<u>4957</u>	<u>5466</u>	<u>5465</u>	<u>5335</u>	
<b>TOTAL</b>	<b>6942</b>	<b>7031</b>	<b>7617</b>	<b>7559</b>	<b>7594</b>	

<b><u>Master's Degrees</u></b>	<b><u>2009-10</u></b>	<b><u>2010-11</u></b>	<b><u>2011-12</u></b>	<b><u>2012-13</u></b>	<b><u>2013-14</u></b>	<b><u>Total</u></b>
M.B.A., Business Administration	681	729	655	576	549	3190
M.Ed., Teaching	317	242	206	268	305	1338
M.S.W., Social Work	119	135	118	135	118	625
M.S.E.E. & M.E.E. Electrical Engineering	90	103	120	121	110	544
M.A., HR/Industrial Relations	110	99	93	103	80	485
M.P.P., Public Policy	95	106	112	88	78	479
M.S. & M.C.S., Computer Science	91	81	90	82	65	409
M.H.A., Health Care Administration	64	48	74	73	92	351

Master of Nursing	58	47	66	62	62	295
M.Arch., Architecture	63	40	57	48	41	249
All other master's degrees	<u>1737</u>	<u>1763</u>	<u>1829</u>	<u>1675</u>	<u>1769</u>	
<b>TOTAL</b>	<b>3419</b>	<b>3379</b>	<b>3413</b>	<b>3228</b>	<b>3269</b>	

<b><u>Doctoral/Professional Degrees</u></b>	<b><u>2009-10</u></b>	<b><u>2010-11</u></b>	<b><u>2011-12</u></b>	<b><u>2012-13</u></b>	<b><u>2013-14</u></b>	<b><u>Total</u></b>
J.D., Law	273	262	229	276	254	1294
M.D., Medicine	205	237	217	220	219	1098
Pharm.D., Pharmacy	154	157	157	168	155	791
D.D.S., Dentistry	101	104	109	107	109	530
D.V.M., Veterinary Medicine	78	91	89	93	97	448
Doctor of Nursing Practice	32	46	65	109	98	350
D.P.T., Physical Therapy	50	53	45	45	56	249
Ph.D. & D.M.A., Music	29	29	43	30	30	161
Ph.D., Electrical Engineering	28	27	38	40	25	158
Ph.D., Chemistry	25	31	26	28	37	147
All other doctoral/prof. degrees	<u>643</u>	<u>655</u>	<u>662</u>	<u>710</u>	<u>714</u>	
<b>TOTAL</b>	<b>1618</b>	<b>1692</b>	<b>1680</b>	<b>1826</b>	<b>1794</b>	

## Duluth Campus

<b><u>Undergraduate Degrees</u></b>	<b><u>2009-10</u></b>	<b><u>2010-11</u></b>	<b><u>2011-12</u></b>	<b><u>2012-13</u></b>	<b><u>2013-14</u></b>	<b><u>Total</u></b>
B.A.Sc., Psychology	128	144	134	156	151	713
B.S., Biology	95	97	115	116	114	537
B.B.A., Marketing	96	95	117	108	106	522
B.A., Communication	100	103	92	104	104	503
B.B.A., Finance	89	102	84	96	81	452
B.Acc., Accounting	71	101	78	99	74	423
B.B.A., Management	87	90	79	96	65	417
B.A., Criminology	72	64	71	80	67	354
B.S., Mechanical Engineering	66	63	64	64	63	320
B.F.A., Graphic Design	50	55	45	45	37	232
All other undergraduate degrees	<u>963</u>	<u>1029</u>	<u>1121</u>	<u>1130</u>	<u>1185</u>	
<b>TOTAL</b>	<b>1817</b>	<b>1943</b>	<b>2000</b>	<b>2094</b>	<b>2047</b>	

<b><u>Master's Degrees</u></b>	<b><u>2009-10</u></b>	<b><u>2010-11</u></b>	<b><u>2011-12</u></b>	<b><u>2012-13</u></b>	<b><u>2013-14</u></b>	<b><u>Total</u></b>
M.S.W., Social Work	27	33	27	35	34	156
M.Ed., Education	24	47	30	21	23	145
M.B.A., Business Administration	15	22	15	19	21	92
M.A., Comm. Science/Disorders	20	13	18	13	14	78
M.S., Applied/Computational Math.	4	9	24	14	18	69
M. of Advocacy & Pol. Leadership	14	12	13	15	12	66
M.S., Chemistry	11	10	11	7	12	51
M.S., Computer Science	10	11	11	5	11	48
M. of Environ. Health & Safety	9	10	7	8	13	47
Master of Music	12	11	2	11	4	40
All other graduate/prof. degrees	<u>42</u>	<u>47</u>	<u>37</u>	<u>27</u>	<u>43</u>	
<b>TOTAL</b>	<b>188</b>	<b>225</b>	<b>195</b>	<b>175</b>	<b>205</b>	

## Morris Campus

<u>Undergraduate Degrees</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>Total</u>
B.A., Psychology	33	34	38	35	40	180
B.A., Biology	23	25	43	43	44	178
B.A., Management	26	21	23	27	23	120
B.A., Elementary Education	24	17	26	18	23	108
B.A., English	16	16	27	19	29	107
B.A., Chemistry	12	20	14	18	16	80
B.A., Political Science	13	13	17	13	16	72
B.A., Computer Science	13	11	10	12	12	58
B.A., Individualized Concentration	15	14	12	6	4	51
B.A., History	8	9	8	19	6	50
All other bachelor's degrees	<u>113</u>	<u>100</u>	<u>124</u>	<u>133</u>	<u>159</u>	
<b>TOTAL</b>	<b>296</b>	<b>280</b>	<b>342</b>	<b>343</b>	<b>372</b>	

## Crookston Campus

<u>Undergraduate Degrees</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>Total</u>
B.S., Natural Resources	37	45	45	57	49	233
B.S., Business Management/B.S., Management	35	44	51	46	68	244
B.S., Applied Studies	9	17	23	27	32	108
B.M.M., Manufacturing Mngmnt.	16	20	21	17	15	89
B.S., Accounting	4	7	12	26	36	85
B.S., Animal Science	7	20	9	21	22	79
B.S., Equine Science	7	15	11	11	17	61
B.S., Sport and Rec. Management	6	15	6	17	15	59
B.S., Agronomy	2	11	18	11	15	57
B.S., Agricultural Business	8	2	17	13	14	54
All other bachelor's degrees	<u>60</u>	<u>75</u>	<u>101</u>	<u>104</u>	<u>145</u>	
<b>TOTAL</b>	<b>191</b>	<b>271</b>	<b>314</b>	<b>350</b>	<b>428</b>	

## Rochester Campus

<u>Undergraduate Degrees</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>Total</u>
B.S., Health Sciences	-	-	-	35	49	84
B.S., Health Professions	-	-	-	14	24	38
All other bachelor's degrees	-	-	-	<u>0</u>	<u>0</u>	
<b>TOTAL</b>	-	-	-	<b>49</b>	<b>73</b>	

# Report on Academic Program Changes

Presentation to the Board of Regents Academic & Student Affairs Committee  
September 10, 2015

Joseph Shultz, Ph.D.  
Office of Senior Vice President for Academic Affairs and Provost



UNIVERSITY OF MINNESOTA

**Driven to Discover**<sup>SM</sup>

# Academic Program Approval Process

**New Programs**

**Discontinued Programs**

**Changed Programs**

# Academic Program Approval Levels

**Faculty**

**Departments**

**Colleges**

**Campus**

**Academic Health Center**

**Graduate School**

**Public Review Period**

**Senior Vice President for Academic Affairs and Provost**

**Board of Regents**

**Higher Learning Commission**

# Academic Program Approval Levels

**Faculty**

**Departments**

**Colleges**

**Campus**

**Academic Health Center**

**Graduate School**

**Public Review Period**

**Senior Vice President for Academic Affairs and Provost**

**Board of Regents**

**Higher Learning Commission**

# Common Criteria

1. Mission, Priorities, and Interrelatedness
2. Demand, Development, and Leveraging of Resources
3. Uniqueness and Comparative Advantage
4. Efficiency and Effectiveness
5. Quality, Productivity, and Impact

# 2014-15 Program Approvals

- 8 new baccalaureate degrees
- 10 new undergraduate-level minors
- 11 new graduate-level degrees
- Discontinued 4 undergraduate degrees, 3 undergraduate minors, 4 graduate degrees, and 2 graduate minors.

# Academic Degree Programs

	Undergraduate	Master's	Doctoral/Professional
Twin Cities	151	185	108
Duluth	95	24	
Morris	35		
Crookston	33		
Rochester	2	1*	1*

\* Graduate programs granted by the Twin Cities campus with the administrative home on the Rochester campus.

# Academic Degree Programs

	Undergraduate		Master's		Doctoral/Professional	
Twin Cities	151	150	185	173	108	103
Duluth	95	82	24	21		
Morris	35	35				
Crookston	33	29				
Rochester	2	0	1*	0	1*	0

Five years ago



\* Graduate programs granted by the Twin Cities campus with the administrative home on the Rochester campus.

# New Baccalaureate Degrees

- B.A. (Bachelor of Arts), Tribal Administration and Governance  
(College of Liberal Arts—Duluth)
- B.B.A. (Bachelor of Business Administration), Financial Planning  
(Labovitz School of Business and Economics—Duluth)
- B.A., Human Services (Morris)
- B.S. (Bachelor of Science), Agricultural Education (Crookston)
- B.S. and minor, English (Crookston)
- B.S. and minor, International Business (Crookston)
- B.S., Exercise Science and Wellness (Crookston)
- B.S., Medical Laboratory Science (Crookston)

# New Master's Degrees (1 of 2)

- M.A. (Master of Arts) / M.B.A. (Master of Business Administration), Human Resources Industrial Relations (Carlson School of Management—Twin Cities)
- M.Ed. (Master of Education), Sport and Exercise Science (College of Education and Human Development—Twin Cities)
- M.Ed., Sport Management (College of Education and Human Development—Twin Cities)
- LL.M. (Master of Laws), Patent Law (Law School—Twin Cities)
- M.S. (Master of Science), Bioproducts and Biosystems Engineering (College Food, Agriculture, and Natural Resource Science—Twin Cities)

# New Master's Degrees (2 of 2)

- **M.S., Business Research** (Carlson School of Management—Twin Cities)
- **M.S., Finance** (Carlson School of Management—Twin Cities)
- **M.S., Supply Chain Management** (Carlson School of Management—Twin Cities)
- **M.S., Chemical Engineering** (Swenson College of Science and Engineering—Duluth)

# New Doctoral/Professional Degrees

- S.J.D. (Doctor of Juridical Studies) (Law School—Twin Cities)
- Ph.D. (Doctor of Philosophy), Molecular and Systems Toxicology (School of Public Health—Twin Cities)

Professor Michael White, Ph.D.  
Associate Dean, Academic Programs and Faculty Affairs



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# Why change was needed

- Changing demographics
- 21<sup>st</sup> century workforce needs
- Ag/Food/Natural Resource importance in global issues



# What we did

- Restructured 4 majors into 2 new interdisciplinary majors and 1 department-based major
- Internal grants to develop new courses/curricula
- All majors now have 21 'free' credits
- Required experiential and interdisciplinary learning for all graduates



# Timeline

- 2009: Strategic planning begins
- 2010: Listening sessions with faculty, employers and students
- 2011-12: Pilot projects
- 2013: Experiential and interdisciplinary learning required for all new students
- 2013: New majors launched



# Results

## Enrollment Trends for New Interdisciplinary Majors

- **Plant Science:**
  - Fall 2013 – 18 students
  - Fall 2014 – 57 students
  - Fall 2015 – 80 students
- **Food Systems:**
  - Fall 2013 – 19 students
  - Fall 2014 – 41 students
  - Fall 2015 – 51 students



Professor Steve Parente, Ph.D.  
Associate Dean, MBA Programs



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# Every business school has a clear need to become more innovative and drive growth

- Traditional MBA Markets are flat to declining nationally and locally
  - PT MBA, FT MBA, CEMBA
- We have innovated within our programs and existing portfolio
- BUT...prior to FY 15 we had not developed a new program in some time, leaving our portfolio mature
- We are on the cusp of significant potential growth while the MBA market continues to be “mature”

# Strategic Growth Initiatives

- New professional masters programs (all approved by Regents)
  - Business Analytics (launched AY '15)
  - Finance (to launch AY '16)
  - Supply Chain (to launch AY '17)
- Dual Degrees (w/ Full Time MBA)
  - Current: MD, JD, PharmD, MHA, HRIR, MPP
  - Coming for approval: MSBA, Applied Economics (CFANS)
  - Exploring additional partnerships (CLA, CSE, Medical School)
- Industry MBA (up for Regents' approval)
  - Fully online program with targeted delivery of content in MSP and Washington DC
  - Let's go deeper...

- Industry focus - complex, regulated industries
- Internet based course instruction – 90%
- Individualized approach – scholarships
- Integrated curriculum with live cases
- Intense program – One year

# Industry Verticals with Strong MN Ties



Energy



Financial Services



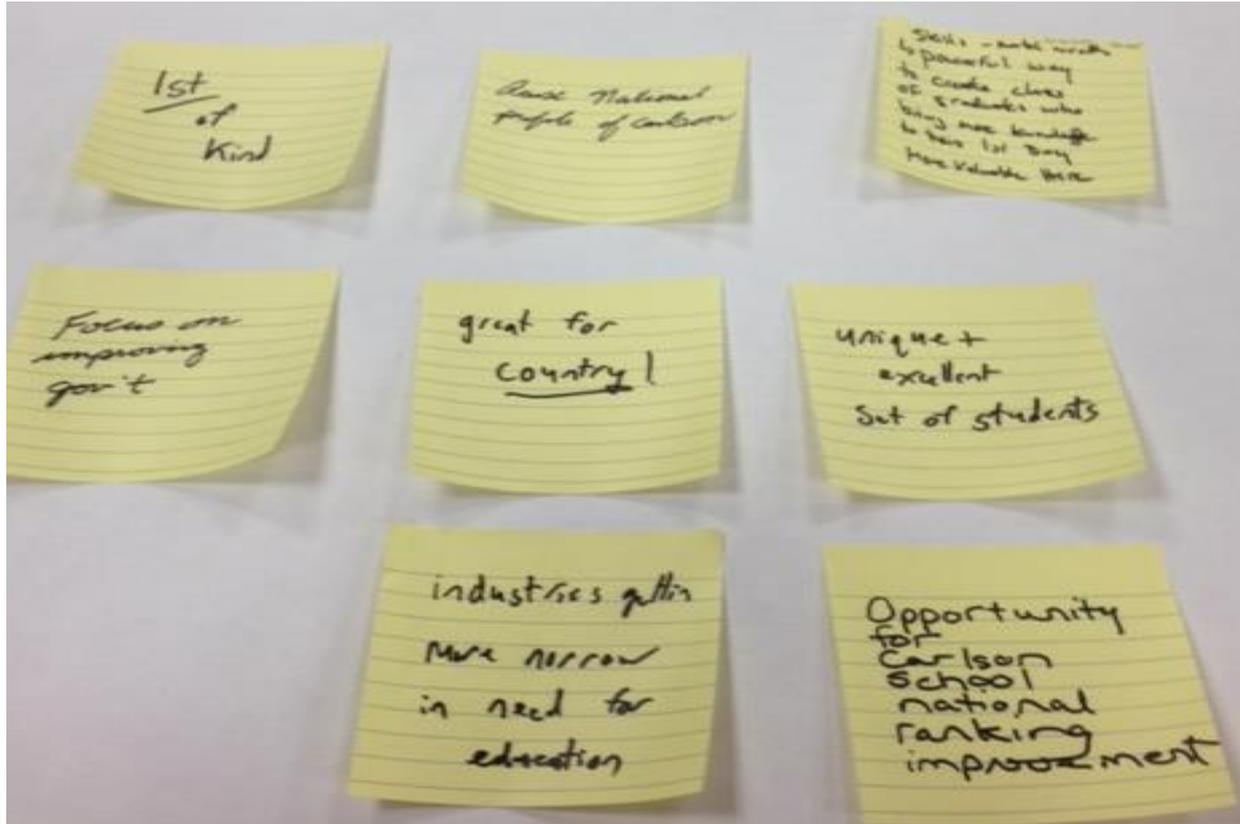
Healthcare

# Why these Students?

- Population size
  - There are more than 12,000 Capitol Hill staffers between the house & senate
  - Majority are under 30
  - Population turns over regularly and is thus “evergreen”
- Population attractiveness
  - Candidates uniformly have Bachelor’s degrees
  - Typically elite and driven leaders from their UG
- Underserved by current solutions
  - Existing MBA offerings at Georgetown, Maryland, George Washington have very low penetration.
  - Fail to recognize the schedule challenges this population faces.
- Public Impact
  - Better educating a broad range of government officials on market and management principles

- Foundation MBA courses
  - Accounting, Analytics, Business Law, Economics, Ethics, Finance, Leadership, Marketing, Statistics, Strategy, Supply Chain,
- Industry overview and vertical dive courses
  - Energy, Financial Services, Health, Technology
- Live case work
- Multi-industry simulation cap stone
- Professional networking and mini-symposia

# Board of Overseer Comments, April 17



“powerful way to create class of graduates who bring more knowledge to their 1<sup>st</sup> to yield a more valuable hire.”

“1<sup>st</sup> of kind”

“unique & excellent set of students”

“Opportunity for Carlson School national ranking improvement.”

“Raise national profile of Carlson.”



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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Academic & Student Affairs

September 10, 2015

**AGENDA ITEM:** Preparations for Twin Cities and Rochester Campus Accreditation and Assessment of Student Learning Efforts

Review

Review + Action

Action

Discussion

*This is a report required by Board policy.*

**PRESENTERS:** Karen Hanson, Senior Vice President for Academic Affairs and Provost  
Joseph Shultz, Deputy Chief of Staff, Office of the Senior Vice President and Provost  
Robert McMaster, Vice Provost and Dean of Undergraduate Education  
Jane Glazebok, Associate Dean for Faculty and Academic Affairs, College of Biological Sciences  
Gary Oehlert, Associate Dean for Undergraduate Education, College of Liberal Arts

## PURPOSE & KEY POINTS

The Higher Learning Commission will be reviewing the Twin Cities and Rochester campuses in October 2015 as part of its regular 10-year reaffirmation of accreditation process. The Twin Cities campus has prepared an assurance argument demonstrating the many ways the University is in compliance with the 21 core components of the accreditation criteria. This presentation will provide a brief overview of accreditation generally and a description of the process and preparation leading up to the October site visit.

Evaluation of an institution's assessment of student learning program is a significant part the reaccreditation process. This discussion will provide a brief overview of efforts over the past several years and highlight two examples from the College of Biological Sciences and the College of Liberal Arts.

## BACKGROUND INFORMATION

May 8, 2014, *2015-16 Reaccreditation of the Twin Cities & Rochester Campuses: Staff Preparations & Board Responsibilities*, Academic & Student Affairs Committee

February 7, 2013, *Assessment of Undergraduate Student Learning*, Academic & Student Affairs Committee

October 12, 2012, *University Accreditation*, Educational Planning & Policy Committee

**University of Minnesota Board of Regents  
Academic and Student Affairs Committee  
September 2015**

**Twin Cities and Rochester Campus Accreditation and Assessment of Student Learning**

**Accreditation**

**Introduction**

Accreditation is a voluntary, peer-conducted process of external review used to scrutinize colleges, universities, and educational programs for quality assurance and compliance with external standards. Accreditation is one component of a broad group of evaluative and assessment processes that higher education institutions conduct or in which they participate. At the University of Minnesota, other processes include the compact process, academic program review, assessment of student learning, institutional measurements, and the University Plan and Performance, and Accountability Report.

In the United States, higher education accreditation includes regional and specialized accrediting organizations:

- Regional accrediting organizations review entire institutions. This review includes an evaluation of the institution's mission and compliance with standards and criteria related to governance and administration, financial stability, admissions and student personnel services, institutional resources, student academic achievement, institutional effectiveness, and relationships with constituencies inside and outside the institution.
- Specialized or professional accrediting organizations, often associated with national professional associations, evaluate specific units, schools, programs, or disciplines within an institution, such as those for engineering, medicine, law, business, teacher education, music, or psychology.

**Accreditation of the University of Minnesota**

The Twin Cities, Crookston, Duluth, and Morris campuses of the University of Minnesota are accredited by the Higher Learning Commission. Founded in 1895, HLC is one of seven regional accrediting associations in the United States. Through its commissions, HLC accredits educational institutions in the 19-state North Central region: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North and South Dakota, Nebraska, Ohio, Oklahoma, New Mexico, Wisconsin, West Virginia, and Wyoming. The Higher Learning Commission is recognized by the U.S. Secretary of Education and the Council on Higher Education Accreditation (CHEA). Accreditation is renewed on a 10-year cycle. The Twin Cities, Crookston, Duluth, Morris, and Rochester campuses are fully accredited. The next HLC comprehensive accreditation review of the Twin Cities campus is scheduled for 2015-2016; Crookston is scheduled in 2015-2016, Duluth in 2017-2018, and Morris in 2019-2020.

**The Accreditation Process**

Most accreditations are an ongoing process with four key features:

1. Self-study: Institutions and programs prepare written documentation of compliance based on the accrediting organization's criteria and standards. The Higher Learning Commission refers to this report as an "assurance argument."

2. Peer review and site visit: Accreditation review is conducted primarily by a visiting team of faculty and administrators from other higher education institutions.
3. Action (judgment) of accrediting organization: A commission of the accrediting organization makes decisions about the accredited status of institutions and programs.
4. Monitoring and oversight: Institutions and programs are reviewed over time in cycles from every few years to ten years. Normally, these reviews include a site visit.

### **Specialized Accreditations**

Specialized accreditations provide University leadership with a tool to foster improvement. Leaders at the Provost, collegiate, departmental, and program levels use the accreditation process for organizational learning and improvement. Among the many specialized accrediting organizations in higher education affecting University colleges and programs are the following:

<b><u>Field</u></b>	<b><u>Accrediting Body</u></b>
Architecture	National Architecture Accrediting Board
Business	Association to Advance Collegiate Schools of Business
Dance	National Association of Schools of Dance
Dentistry	Commission on Dental Accreditation
Education	National Council for Accreditation of Teacher Education
Engineering (agricultural, aerospace, biomedical, chemical, civil, computer, electrical, geological, materials, mechanical)	Accreditation Board for Engineering and Technology
Food Science	Institute of Food Technologists
Interior Design	Foundation for Interior Design Education and Research
Journalism	Accrediting Council on Education in Journalism and Mass Communications
Landscape Architecture	National Architecture Accreditation Board American Society of Landscape Architects
Law	American Bar Association
Marriage and Family Therapy	Commission on Accreditation for Marriage and Family Therapy

Medicine and specialties	American Medical Association and many specific specialty accrediting organizations
Music	National Association of Schools of Music
Nursing	Commission on Collegiate Nursing Education
Nutrition	American Dietetic Association
Occupational Therapy	Accreditation Council for Occupational Therapy Education
Paper Science and Engineering	Society of Wood Science and Technology
Pharmacy	American Society of Health-Systems Pharmacists Accreditation Council for Pharmacy Education
Psychology	American Psychological Association
Public Health	Council on Education for Public Health
Recreation	National Recreation and Park Association
Social Work	Council on Social Work Education
Urban and Regional Planning	Planning Accreditation Board

### **Recent Accreditation Trends**

Higher education accrediting agencies have come under increasing public criticism and pressure from federal and state legislators and agencies, higher education institutions and associations, various special interest groups, and consumers. While some colleges and universities assert that accreditors have become too intrusive and prescriptive in their processes, some policymakers call for accreditors and institutions to be more accountable. Concerns about steady tuition increases have led many to insist that accrediting agencies and institutions demonstrate their value to consumers. Accrediting associations have responded by placing added emphasis on the importance of institutional practices that assess student learning and academic programs. Higher education institutions have called for accreditation to be simpler and more focused on improvement rather than regulation.

## **Assessment of Undergraduate Student Learning**

### **Introduction**

Over the past decade, higher education institutions and associations in the United States have increased their attention to the assessment of teaching and learning. This increased emphasis stems from two forces. First, institutions have an inherent interest in better understanding and then improving how they teach and prepare their students. Second, external forces—including local and federal governments, higher education agencies and associations, and concerned citizens—are demanding increased accountability from higher education institutions.

The accountability forces that shape the assessment agenda are intensified by pressure to control costs, the trend of declining public funding, and the expectations of specialized accrediting agencies. Furthermore, many constituents believe that higher education lacks transparency and is inefficient.

Some groups, most notably regional accrediting associations, have encouraged institutions to engage in assessment efforts fostering reflection and improvement. For these reasons, higher education institutions have sought to develop systemic programs that provide evidence students are meeting educational goals and that yield rich data to inform decision making and improvement.

### **Defining Assessment**

Defining assessment and the student learning expectations for higher education leaders and instructors can be difficult, especially at institutions as complex as the University of Minnesota. One helpful definition of assessment is “the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (Palomba and Banta, 1999). The Higher Learning Commission, describes assessment of student learning as a participatory, iterative process that:

- Provides data about students’ learning.
- Engages stakeholders in analyzing and using these data to confirm and improve teaching and learning.
- Produces evidence that students are learning the intended outcomes.
- Guides educational and institutional improvements.
- Evaluates whether changes made improve student learning and documents the learning and institutional efforts.

### **Principles of Good Practice in Assessing Student Learning**

While numerous authors and scholars have contributed to the current discussion about assessing student learning, nine principles of Good Practice in Assessing Student Learning (American Association for Higher Education, 1997) are particularly helpful to institutions as they develop assessment agendas:

1. Assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also, and equally, to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.

### **Assessing Student Learning on the Twin Cities Campus**

The University has a long history of commitment to assessing student learning. For example, the Council for Education and Student Learning, established in 2004 and continued until its replacement in 2011, created guidelines for programs and engaged with pilot programs. The Center for Teaching and Learning, the Vice Provost for Faculty Affairs, the University’s assessment coordinator, and others at that time encouraged best assessment of student learning practices. A major accomplishment of that period was the 2007 University Senate adoption, after much discussion, of seven undergraduate student learning outcomes (SLOs). These outcomes state –

At the time of receiving a bachelor's degree, students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning

The SLOs were communicated to faculty, staff, students, parents, and other stakeholders through messages and a framework connecting the outcomes to the undergraduate experience. The University has continued to require—through its approval procedures and electronic course and degree program inventory tools known as ECAS and PCAS—all academic programs and courses to show which outcomes are addressed and where in each program curriculum.

Since 2012, the Vice Provost and Dean of Undergraduate Education has led the campus-wide effort to further enhance the campus's assessment of undergraduate student learning work. This effort included engaging several work teams such as one comprising the collegiate associate deans for undergraduate education and other leaders, as well as an executive assessment team that brings together leaders from the Office of Undergraduate Education, the Provost's Office, and the Office of Institutional Research. While there are myriad assessment efforts across campus, three of these—the Student Learning Outcomes initiative, the Writing-Enriched Curriculum Program (WEC), and the Student Experience in the Research University (SERU) survey—have emerged as the primary tools to inform assessment of undergraduate student learning conversations at the campus level. At the programmatic level, collegiate associate deans have led faculty in developing processes that connect more clearly the seven student learning outcomes to measures and department discussions about their findings. Examples of that work in the College of Liberal Arts and the College of Biological Sciences follow.

## **Example 1: Assessment of Student Learning in the College of Liberal Arts**

**Framework.** CLA is an extremely diverse college, and there is no single assessment method that will work across all majors. CLA conducts common assessments in our First Year Experience course (CLA 1001-2) and in the Language Center for fourth semester language courses (required of all BA students). In addition, each major assesses student learning in three major courses: the senior project and two required courses. These courses must cover at least three SLOs, although most programs assess more than three SLOs. Note that in this framework, not all students in a major will necessarily be assessed in any year, and some of the students assessed will not have declared the given major.

### **What is going well?**

- All programs provided assessments for their majors.
- Program assessments of student learning are improving from year to year as departments fine tune their methods. For example, the Language Center currently assesses the “writing” modality of communication across 7 languages, but plans are in place to expand this assessment to other modalities and additional languages.
- Several departments have developed or are considering developing their own learning outcomes to use in place of the university outcomes. For example, the English Department has refined “Can communicate effectively” into “Can formulate a focused, well-organized, and stylistically appropriate argument that supports its claims with evidence and demonstrates an awareness of audience, purpose, and context.”
- We are beginning to see departments engage with assessment for course improvement and/or major curricular change. For example, the School of Statistics is about to launch a complete revision of their undergraduate curriculum, and issues of assessment are built into the new curriculum.

### **What is going less well?**

- Small departments and departments distracted by internal troubles struggle to complete assessments.
- Faculty buy-in remains low in some areas.
- Total course counts by SLO: 74, 60, 69, 13, 48, 8, and 23. Even in a college that includes the fine arts and several units focused on race, indigeneity, gender, and sexuality, the assessment of understanding across diverse philosophies and cultures and the assessment of creativity, innovation, and discovery across disciplines remains challenging.

### **Observations:**

- Programs with outside accreditation (e.g., Journalism) or with professional organizations that espouse a particular set of learning outcomes (e.g., Psychology) fall into the assessment habit much more easily than those that don't.
- Number of SLO/course combinations per major ranged from 3 to 12.

### **Expected changes:**

- Even faculty wait until the last minute to do their homework, so CLA will have two dates to turn in assessments rather than just one.

## **Example 2: Assessment of Student Learning in the College of Biological Sciences**

### **Background**

In the College of Biological Sciences (CBS), students can enroll in one of seven majors. They are Biochemistry, Molecular Biology and Biophysics; Biology; Ecology, Evolution and Behavior; Genetics, Cell Biology and Development; Microbiology; Neuroscience; and Plant Biology. As these are all closely related, CBS decided to assess student learning using the same instruments across the college, focusing on knowledge and skills critical for success in the biological sciences. As in other colleges, assessments are framed in terms of the University Student Learning Outcomes (SLOs). These are necessarily very general, as they must be applicable across the many different programs offered at the University. In CBS, we have mapped these University SLOs onto more specific SLOs described in terms applicable to biological scientists.

### **Assessments**

CBS has reported results from several different assessments evaluating a variety of student learning outcomes. Some assessments evaluate student knowledge and skills by testing student performance in answering questions, designing experiments and interpreting results, or writing about research. Other assessments are surveys that ask students about their confidence in psycho-social skills and how this has changed as a consequence of CBS education.

### **Example #1 – Assessment of Capstone Writing Projects**

Samples of capstone writing projects in which CBS students describe their original research projects in the style of scientific papers are evaluated by a panel of experts as part of the Writing Enriched Curriculum (WEC) in CBS. Papers are scored on sixteen criteria, including aspects of good writing such as concise writing, clear description of experiments, and correct organization, as well as scientific process skills such as data presentation, statistical analysis, and logical conclusions. The results from the 2014 assessment showed substantial improvement relative to the 2011 assessment for most criteria, with high average scores. The weakest scores were for appropriate use of data figures and statistical analysis of data. In response, CBS WEC leaders are working with instructors of undergraduate lab courses to improve instruction about figures and statistics using authentic data collected by students.

### **Example #2 – Assessment of the Dean's Scholars Program**

Dean's Scholars is a leadership and service learning program within CBS. Presently, approximately 250 students are enrolled. Students generally participate throughout their studies in CBS. The program is assessed by asking students to self-evaluate their skills as graduating seniors, and to reflect on their skills as entering freshmen. Eighteen psycho-social skills are evaluated, including understanding how leadership is socially constructed, evaluating personal values; and working effectively in diverse communities. Students report that the Dean's Scholars program resulted in major improvements in all 18 skills assessed. In response to the assessment results and student comments, a new Leadership for Change class is being developed to better address the components and approaches to creating change.

# Twin Cities & Rochester Campus Accreditation Preparations & Assessment of Student Learning Efforts

August 31, 2015

## **Joseph Shultz, Ph.D.**

Deputy Chief of Staff to the Senior Vice  
President for Academic Affairs and Provost

## **Gary W. Oehlert, Ph.D.**

Associate Dean of Undergraduate Education  
College of Liberal Arts

## **Robert McMaster, Ph.D.**

Vice Provost and Dean  
for Undergraduate Education

## **Jane Glazebrook, Ph.D.**

Associate Dean for Faculty and Academic Affairs  
College of Biological Sciences



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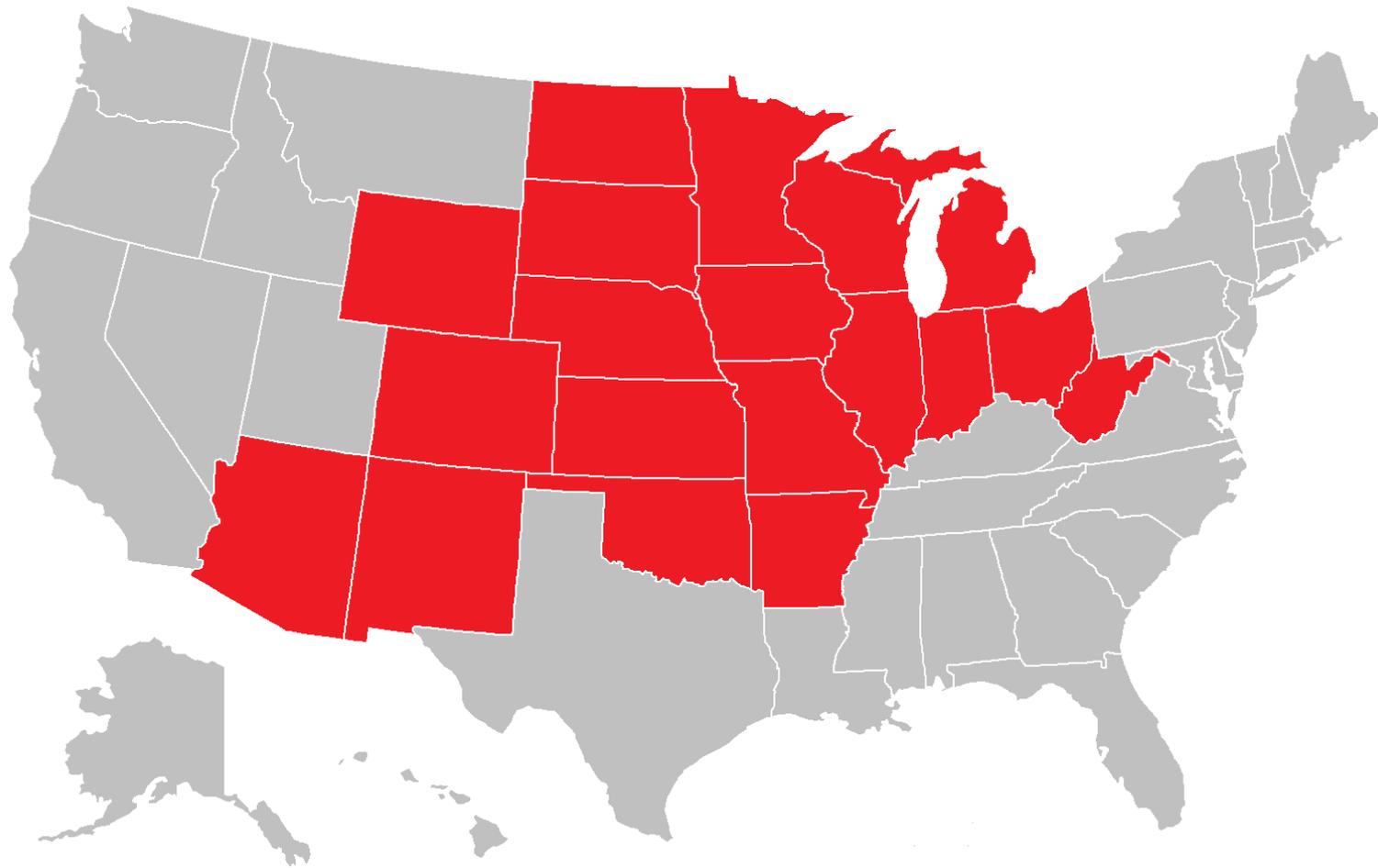
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# Accreditation of Higher Education

- Quality Assurance
- Voluntary and self regulated
- With some government oversight
- Two Types: Institutional and Specialized Accreditation



# The Higher Learning Commission



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# The Accreditation Process

- Self-study
- Peer review and site visit
- Action by accrediting organization
- Monitoring and oversight



# HLC Accreditation Criteria

1. Mission
2. Integrity: Ethical and Responsible Conduct
3. Teaching and Learning: Quality, Resources, and Support
4. Teaching and Learning: Evaluation and Improvement
5. Resources, Planning, and Institutional Effectiveness



# Campus Accreditation with the Higher Learning Commission

	First Accredited	Last Accreditation Visit	Next Accreditation Visit
Twin Cities Campus	1913	2005-06	2015-16
Rochester Campus	-	-	2015-16
Crookston Campus	1971	2005-06	2015-16
Duluth Campus	1968	2007-08	2017-18
Morris Campus	1970	2009-10	2019-20



# Preparations for 2015-16 Accreditation Visit

Efforts began over 3 years ago...

- Reviewed 2005 accreditation report findings.
- Assessed all 21 core components
- Made recommendations to the Provost about opportunity areas, aligned resources
- Charged campus advisory group
- Drafted the assurance argument with campus team
- Continued preparations at UMR begun in 2008
- Hosting and meeting arrangements



# Assessment of Undergraduate Student Learning on the Twin Cities Campus



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# Assessment Leadership

- Provost Karen Hanson
- Assessment Executive Committee
  - Office of Undergraduate Education provides leadership / coordination
- Assessment Steering Committee
  - Office of Undergraduate Education
  - Collegiate Associate Deans
  - Office of Institutional Research
  - Faculty Representation

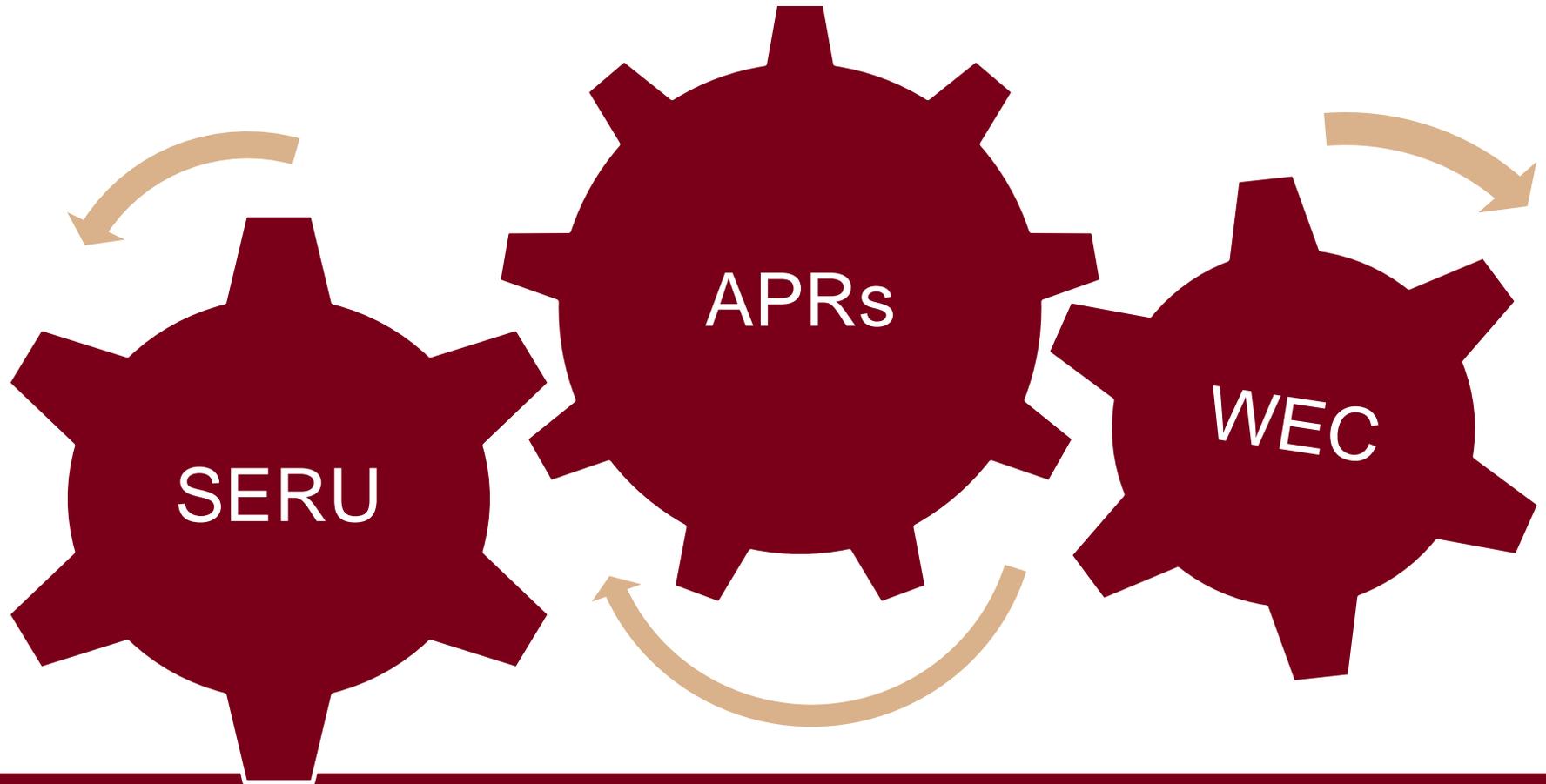


# Assessment Support

- Director of Undergraduate Assessment
- Collegiate Associate Deans & Peers
- Regular Collegiate Check-ins
- Bi-Annual Assessment Retreats
  - w/ Provost Hanson



# Assessment of Student Learning



# Strategy for Assessing UG Education

- Annual Progress Report (APR) on Assessment of Student Learning
  - Collegiate flexibility in developing their own process using a common framework
  - Assessment of 3-4 outcomes per year selected by program
- Writing-Enriched Curriculum (WEC)
  - Assessment of WEC Units' Writing Plans
  - Assessment of the WEC Project
- Student Experience in the Research University (SERU)
  - Unique insights into students' experiences
  - Alignment of survey questions to University's outcomes

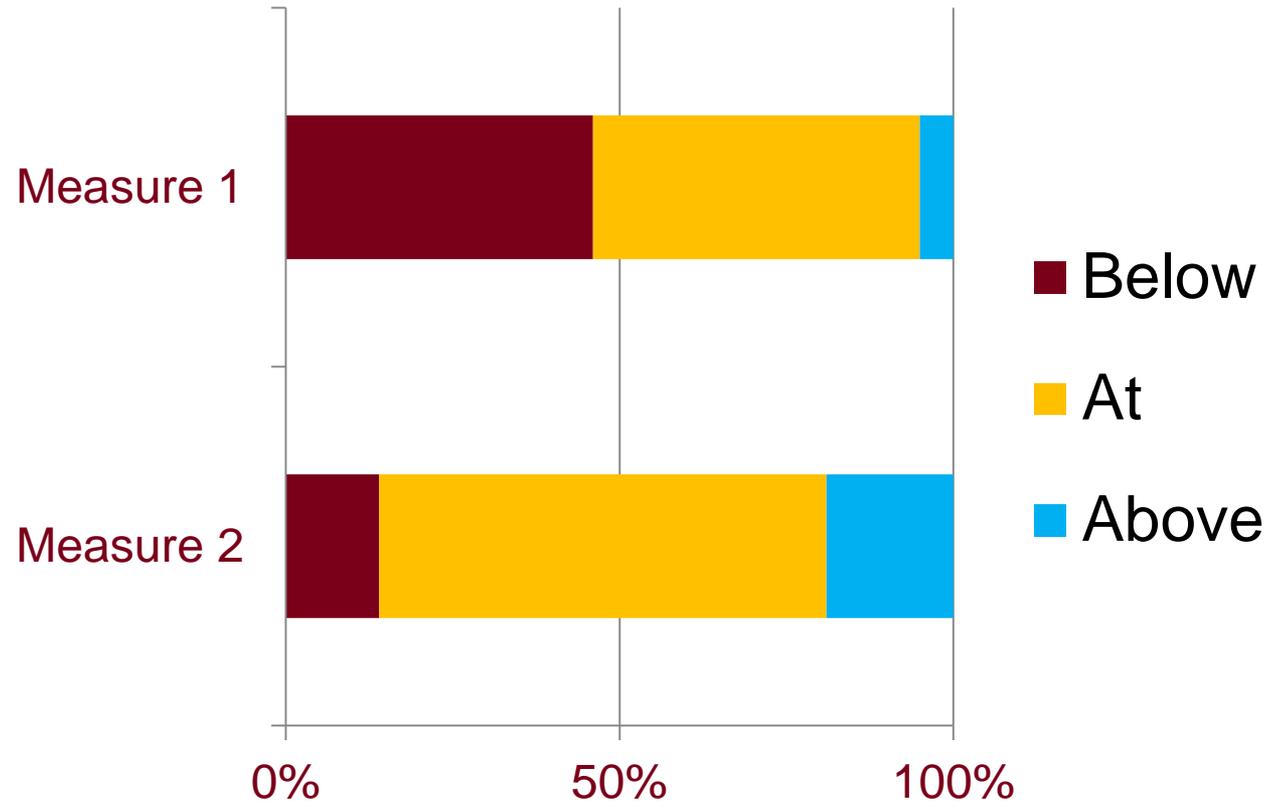


# Learning Outcomes Assessment

- How do we collect (centrally) assessment data from programs and colleges?
- How are programs/colleges sharing and discussing assessment findings within their program/college?
- How are programs/colleges utilizing assessment findings to make improvements ('closing the loop')?

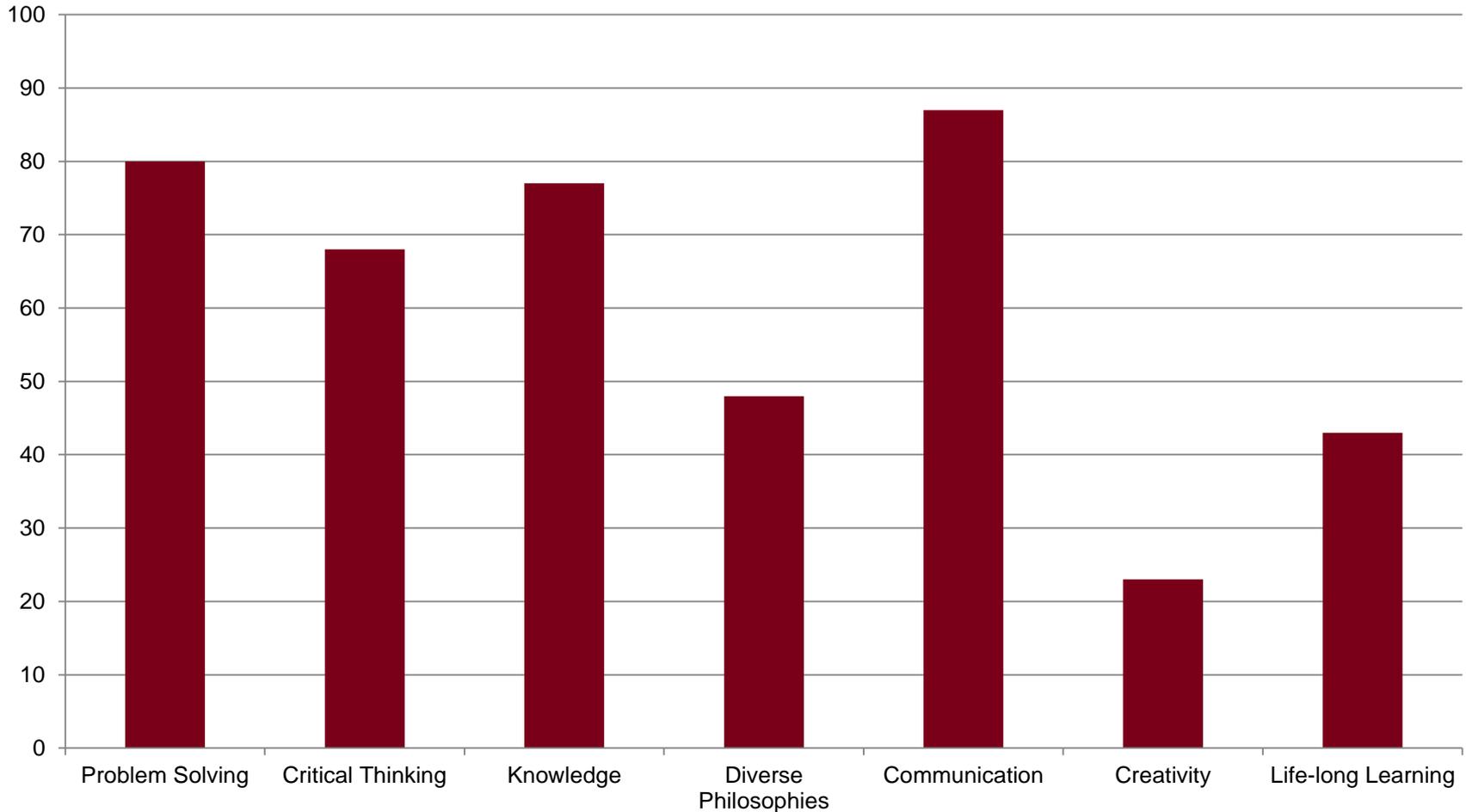


# Annual Progress Reports



# University-Wide Conversation

## Number of Programs Assessing Each University SLO



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70th Anniversary

# Student Experience in the Research University (SERU)

**CHANGE?**  
SHARE YOUR TWO CENTS.

TAKE THE

**SERU!**

STUDENT EXPERIENCE IN THE RESEARCH UNIVERSITY SURVEY



**SERU.UMN.EDU**



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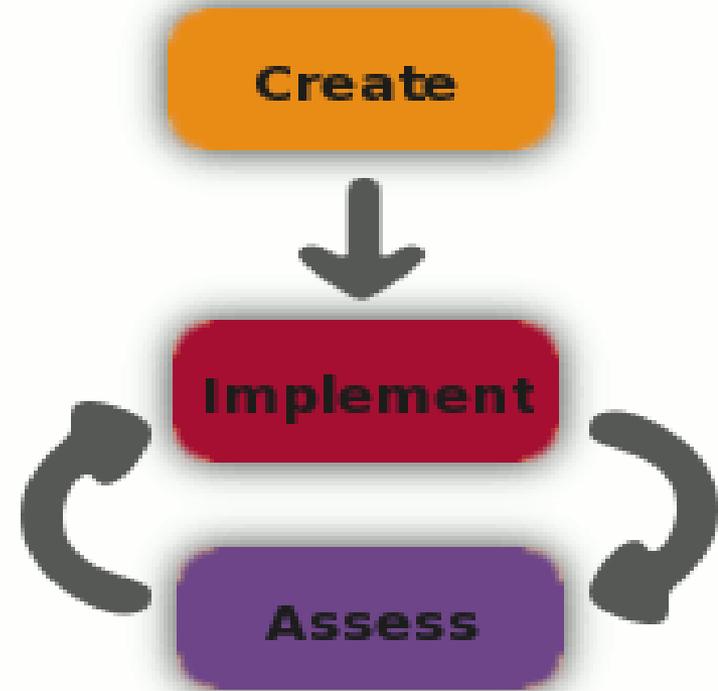
# SERU to SLO Item Alignment

Undergraduate Student Learning Outcomes	# of Items Identified
Can identify, define, and solve problems	3
Can locate and critically evaluate information	10
Have mastered a body of knowledge and a mode of inquiry	5
Understand diverse philosophies and cultures within and across societies	2
Can communicate effectively	8
Understand the role of creativity, innovation, discovery, and expression across disciplines	8
Have acquired skills for effective citizenship and life-long learning	1



# Writing-Enriched Curriculum (WEC)

- Academic program/college develops, implements, and assesses discipline-specific undergraduate writing plans.
- Meaningful integration of writing into their curricula



$\text{Ba}^{2+} \text{SO}_4$   $\text{K}^+ \text{SO}_4$   
 $\text{SO}_4 = \text{K}^+ \text{SO}_4 \text{K}^+ \text{S}$   
 $\text{Ba}^{2+} \text{SO}_4 \text{Ba}^{2+} \square$

Fig. 6a: Lattice hole  
by precipitation  
with  $\text{BaSO}_4$



He died in a tragedy & so  
to his family and  
The summer before  
It brings shame to  
of the world & 700-1000  
which he married and  
to find new strength  
of determinatory, piece

***How successful is the WEC model for creating faculty-authored Writing Plans?***

- Annual Liaison survey
- CWB approval of Writing Plans

***What effect is creating, implementing, and assessing a Writing Plan having on writing instruction in WEC units?***

- WEC surveys
- Meeting transcriptions
- U-Wide surveys (SRT, SERU)
- Student interviews
- Workshop follow-up
- Curricular Analysis (optional)
- Assignment Analysis (optional)
- Rating of student writing

***What impact is WEC having on student writing?***

- Writing Assessment
- U-Wide surveys (SRT, SERU)



# Electronic Management System

- Enhance campus-wide culture
- Coordinate Efforts
- Comprehensive
- Centralize
- Reports
- User-friendly
- Easily accessible



# Recent Assessment Experience In the College of Liberal Arts



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## CLA 1001-2 First Year Experience all Freshmen

## Language Proficiency Assessment students completing fourth semester language courses

AFRO 3002

AFRO 3251W

AFRO 3426

...

POL 3317

POL 3872W

POL 4501W

...

WRIT 3001

WRIT 3441

WRIT 4995



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ARTS 3444

SLO 3 Have mastered a body of knowledge or mode of inquiry

Task: Produce and exhibit a work of art



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A rubric guides each assessment.

Below expectations: Project is not the product of significant critique or development over the course of the semester

At expectations: Project develops in consultation with faculty and shows artistic voice

Exceeds expectations: Project represents an authentic artistic voice and a high level of achievement

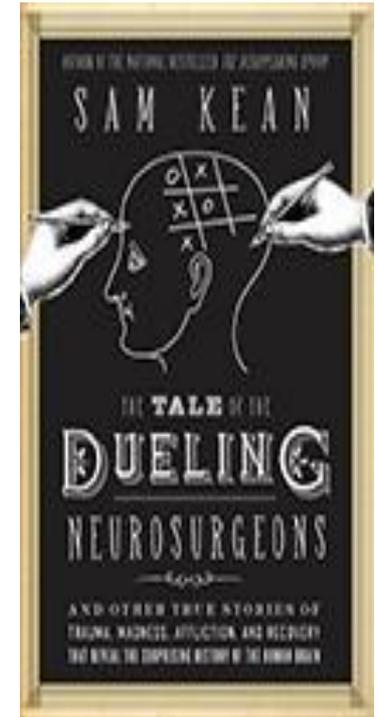


Make the assessment genuine.

SLO 5: Can communicate effectively.

In English, this becomes:

Formulate a focused, well-organized, and stylistically appropriate argument that supports its claims with evidence and demonstrates an awareness of audience, purpose, and context.



Sam Kean (BA 2002)



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SLO		# of courses
1	Identify/solve problems	74
2	Locate/evaluate information	60
3	Master a body of knowledge	69
4	Understand diverse philosophies	13
5	Communicate effectively	48
6	Creativity across disciplines	8
7	Citizenship/lifelong learning	23

Need wider assessment of SLOs 4 and 6.



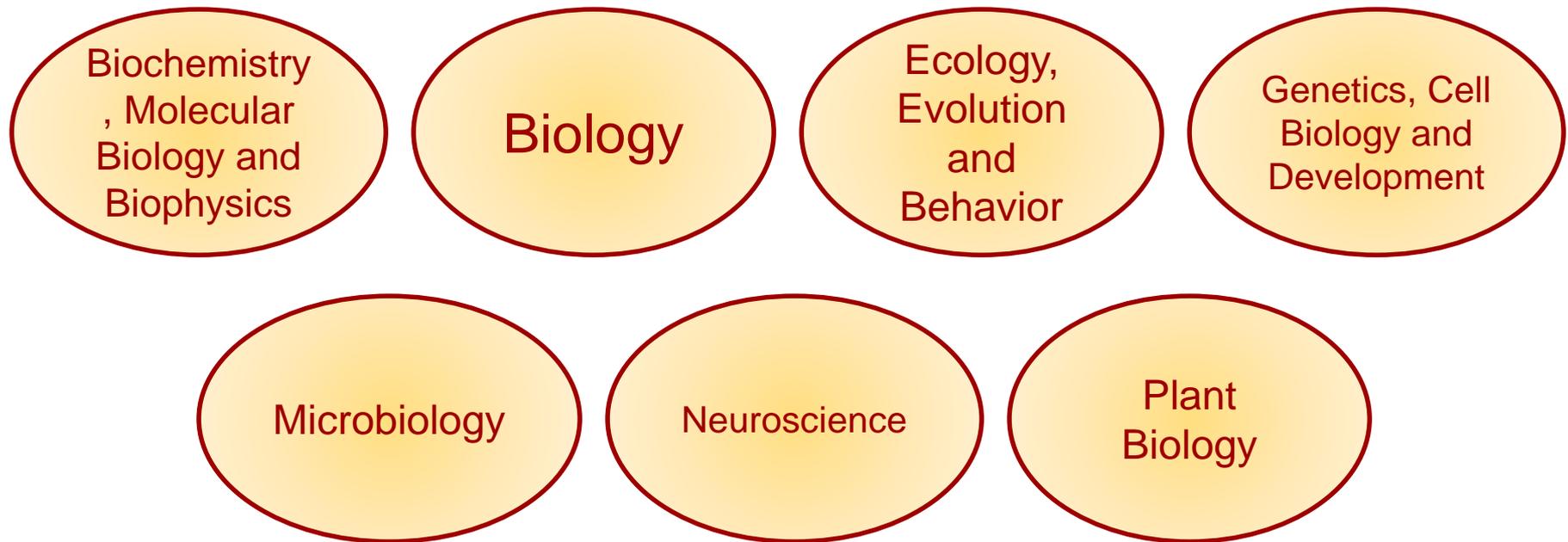
# Recent Assessment Experience In the College of Biological Sciences



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# College of Biological Sciences Majors



As all majors are closely-related, CBS assessments evaluate knowledge and skills essential for success in biological sciences on a college-wide basis.



# University SLOs Are Mapped Onto CBS-Specific SLOs

## Example:

A University of Minnesota graduate:	A CBS graduate:
<ol style="list-style-type: none"><li>1. Can identify, define, and solve problems</li><li>2. Has mastered a body of knowledge and a mode of inquiry</li><li>3. Understands the role of creativity, innovation, discovery, and expression across disciplines</li></ol>	<p><u>Understands and applies scientific reasoning and process</u></p> <ul style="list-style-type: none"><li>• Possesses a foundation of biological knowledge from molecular to ecosystem levels of complexity and in-depth knowledge in at least one area.</li><li>• Makes connections between biology and physical sciences, math, engineering, and computer science.</li><li>• Identifies scientific issues and applies scientific approaches including the scientific method.</li><li>• Demonstrates the ability to critically evaluate &amp; integrate new knowledge.</li></ul>



# Types of Assessment in CBS

Assessments of student skills and knowledge based on objective evaluation of student performance

- ★ • Quality of capstone writing projects
- Knowledge of key concepts in biology
- Scientific process assessment

Assessments of student skills and abilities based on student surveys

- ★ • Dean's Scholars program
- Scientific attitudes and confidence



# Example #1 – Capstone writing

## Assessment

Student reports of research results are sampled.

Expert panel scores each report on 16 criteria.

Program is part of the Writing Enriched Curriculum.

## Results

Scores improved markedly between 2011 and 2014.

Weakest areas are use of figures and statistics.

## Response

CBS Faculty leaders of WEC engaged instructors of laboratory courses.

Improved instructional modules for creation of figures and statistical analysis of authentic data.



# Example #2 – Dean’s Scholars

## Assessment

Students complete self-assessments of skills; leadership, managing change, self-awareness

Skills as seniors compared to skills as freshmen.

18 questions

## Results

Students report large improvements in all areas.

Program staff perceive need for better instruction in leadership for change.

## Response

The College decides to continue the Dean’s Scholars program.

A new course, Leadership for Change, is developed.





# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Academic & Student Affairs

September 10, 2015

**Agenda Item:** Consent Report

Review

Review + Action

Action

Discussion

*This is a report required by Board policy.*

**Presenters:** Karen Hanson, Senior Vice President for Academic Affairs and Provost

## Purpose & Key Points

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

### I. Request for Approval of New Academic Programs

- Humphrey School of Public Affairs and College of Liberal Arts (Twin Cities campus)—Create Master of Human Rights (M.H.R.) degree
- College of Liberal Arts (Twin Cities campus)—Create B.A. degree in Statistical Practice and B.S. degree in Statistical Science
- College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Health Psychology and deliver online
- Swenson College of Science and Engineering (Duluth campus)—Create undergraduate minor in Materials Science and Engineering

### II. Request for Approval of Changed Academic Programs

- Carlson School of Management (Twin Cities campus)—Create subplan for dual M.S./M.B.A. degree program in Business Analytics
- Carlson School of Management (Twin Cities campus)—Create subplan for the Industry M.B.A. degree
- School of Public Health (Twin Cities campus)—Create subplan for dual M.P.H./J.D. degree partnership with William Mitchell College of Law
- School of Dentistry (Twin Cities campus)—Change the name of the TMJ and Orofacial Pain certificate to Orofacial Pain

### III. Request for Approval of Discontinued Academic Programs

- College of Science and Engineering (Twin Cities campus)—Discontinue the graduate minor in Nanoparticle Science and Engineering

## **Background Information**

This report appears as a regular item on the Academic and Student Affairs Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

## **President's Recommendation**

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents  
Academic and Student Affairs Committee  
September 10, 2015**

**Consent Report**

**I. Request for Approval of New Academic Programs**

- **Humphrey School of Public Affairs and College of Liberal Arts (Twin Cities campus)—  
Create Master of Human Rights (M.H.R.) degree**

The Humphrey School of Public Affairs and the College of Liberal Arts on the Twin Cities campus request approval to create a Master of Human Rights (M.H.R.) degree, effective fall 2016. The proposed program is a two-year interdisciplinary degree that prepares students to work in the field of human rights or to advance their knowledge and skills in the field. The proposed degree will equip graduate students with core professional and conceptual knowledge as well as the analytical tools necessary to operate in the field of human rights. The program also provides the in-depth academic and professional training needed for the specific human rights area in which students intend to practice. Students will follow a core curriculum that includes the study of human rights norms and law, methodology, critical views of human rights, and human rights policy that will provide them with the skills needed to address human rights problems.

- **College of Liberal Arts (Twin Cities campus)—Create B.A. degree in Statistical Practice and B.S. degree in Statistical Science**

The College of Liberal Arts on the Twin Cities campus requests approval to create a Bachelor of Arts (B.A.) degree in Statistical Practice and a Bachelor of Science (B.S.) degree in Statistical Science, effective fall 2015. The B.S. degree in Statistical Science is intended for students who express interest in graduate education in statistics or a related area. It shares a core sequence of applied statistics courses with the B.A. degree program in Statistical Practice, but with more mathematics coursework requirements. The B.A. degree in Statistical Practice is intended for students who want to use their education as certification for work requiring statistical skills or as a basis for further education in another area like medicine, psychology, law or others. These degrees will replace the B.S. and B.A. degrees in Statistics. The existing degrees will be proposed for discontinuation on a future docket.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Health Psychology and provide for online delivery**

The College of Liberal Arts on the Twin Cities campus requests approval to create a minor in Health Psychology and provide for delivery of the minor online, effective fall 2015. The proposed minor prepares students for dealing with the behavioral components of health issues. This is a growing area of study and is highly relevant for pre-health science students, health care professionals, and students pursuing human and social services. The minor will complement majors in areas pursued by students interested in health careers.

- **Swenson College of Science and Engineering (Duluth campus)—Create undergraduate minor in Materials Science and Engineering**

The Swenson College of Science and Engineering on the Duluth campus requests approval to create a minor in Materials Science and Engineering, effective spring 2016. The proposed minor provides students with instruction on the structure, property, processing, and application of materials. The proposed program provides students with the fundamentals of materials science and engineering and introduces them to a material-focused approach to problem solving. There are a growing number of industries in the region that need graduates with Materials Science and Engineering training.

## II. Request for Changes to Academic Programs

- **Carlson School of Management (Twin Cities campus)—Create subplan for dual M.S./M.B.A. degree program in Business Analytics**

The Carlson School of Management on the Twin Cities campus requests approval to create a dual Master of Business Administration (M.B.A.) degree and Business Analytics Master of Science (M.S.) degree program, effective spring 2016. The proposed dual degree program will provide students with the skills and knowledge of how to harvest, process and analyze data to extract important insights, in addition to the skills and competencies provided by the traditional M.B.A. program. The proposed program comprises existing degrees.

- **Carlson School of Management (Twin Cities campus)—Create subplan for the Industry M.B.A. degree**

The Carlson School of Management on the Twin Cities campus requests approval to create a subplan for the Industry Master of Business Administration (M.B.A.) degree, effective spring 2016. The proposed one-year program is designed for working professionals to obtain the fundamental business knowledge crucial for leading careers in the complex, rapidly evolving and highly regulated healthcare, energy, technology and finance industries. The Industry M.B.A. will be delivered primarily online, with supplemental weekend face-to-face meetings. The proposed program comprises existing degrees.

- **School of Public Health (Twin Cities campus)—Create subplan for dual M.P.H./J.D. degree partnership with William Mitchell College of Law**

The School of Public Health on the Twin Cities campus requests approval to create a subplan for a joint degree partnership between the Master of Public Health (M.P.H.) in Public Health Administration and Policy and the Juris Doctor (J.D.) degree from William Mitchell College of Law. The proposed partnership allows students to construct a curriculum that will further their understanding of public health policy. The proposed partnership is comprised of existing degrees, and makes use of existing courses and resources.

- **School of Dentistry (Twin Cities campus)—Change the name of the TMJ and Orofacial Pain certificate to Orofacial Pain**

The School of Dentistry on the Twin Cities campus requests approval to change the name of the TMJ and Orofacial Pain certificate to Orofacial Pain, effective fall 2015. The new name

accurately reflects the title of the program as recognized by the Commission on Dental Accreditation.

### **III. Request for Approval of Discontinued Academic Programs**

- **College of Science and Engineering (Twin Cities campus)—Discontinue the graduate minor in Nanoparticle Science and Engineering**

The College of Science and Engineering on the Twin Cities campus requests approval to discontinue the graduate minor in Nanoparticle Science and Engineering, effective fall 2015. Student interest in the minor has decreased to the point that there are currently no students enrolled.